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AUTHOR Smith, James J., Jr.
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ABSTRACT

The Predischarge Education Program (PREP) is a federally funded program, approved in 1970, to help educationally disadvantaged servicemen continue their education. Many junior colleges are running or planning PREP projects in cooperation with military installations and the Veterans Administration. This paper describes the first year of one PREP program, "College Discovery-Identity '69," which was jointly sponsored by Staten Island Community College, City College of New York, and private industry. Included in the program are mini and standard length courses in basic skills, current social problems and interpersonal relations; a communications laboratory; a special program for prisoners in the stockade on the military base; and a counseling program which combines placement services, human relations seminars, and peer counseling. The report also includes a summary of the steps for setting up a PREP program, a list of regional coordinators for veterans and servicemen's programs, and a paper by James J. Smith, Jr., on "Credit by Examination and the Military." (LP)

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COLLEGE DISCOVERY-IDENTITY '71

[COLLEGE DISCOVERY:
AMERICA'S FIRST PREP PROGRAM]

OPPORTUNITY FOR IDENTITY

Fort Dix/McGuire A.F.B.

New Jersey

[1971]

JC 720 051

Dr. William M. Birenbaum, President
Staten Island Community College

James J. Smith, Jr., Director
Identity '71 - College Discovery
715 Ocean Terrace
Staten Island, New York 10301

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 13 1972

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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STATEN ISLAND COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

Identity '69—College Discovery Program

INTRODUCING AMERICA'S FIRST PREP PROGRAM

The idea for a predischarge education program was conceived in the fall of 1968. A Pentagon conference was held at this time when community college administrators were charged with the responsibility of creating programs which would make college education a viable alternative for those enlisted men who would not, otherwise, have sought this avenue.

In February, 1969, one Community College evidenced its willingness to respond to the Pentagon challenge. Staten Island Community College, under the leadership of its President, Dr. William M. Birenbaum, joined hands with the City University of New York and private industry to sponsor the first Cycle of a pilot PREP program. The College Discovery Program was named "Identity '69" by its students and has been in continuous operation since its inception.

In July, 1969, twenty men were graduated from Cycle I of College Discovery, "Identity '69". After two years of operation, a total of three hundred and ninety-five men and women have graduated from the nation's first PREP program.

715 Ocean Terrace / Staten Island / New York 10301 (212) 390-7618

Staten Island Community College of the City University of New York is administered by the Board of Higher Education under the program of the State University of New York

DESCRIPTIVE OVERVIEW OF COLLEGE DISCOVERY-"IDENTITY '71"

The College Discovery Program at Fort Dix, New Jersey is an extension of the College Discovery Program of Staten Island Community College. The Program is linked administratively with both Staten Island Community College and Project Transition at Fort Dix and many of the students are referred to the program by Project Transition counselors. Other students come to the program from McGuire Air Force Base and a variety of other military installations through temporary duty assignments. A typical college discovery student is twenty-two years old, has served in Vietnam, has less than six months of active duty remaining and although motivated to change the direction of his life, is unclear about the new directions he wishes to pursue. Approximately one half of the students hold a high school diploma while the other half hold a General Education Development Certificate.

There are four College Discovery Cycles a year, each lasting three months. The cycles approximately parallel CUNY semesters in order to facilitate college placement for those students who desire it. Clases and other educational activities are held from one p.m. to nine p.m. Monday through Thrusday and from one p.m. to five p.m. on Friday. Each cycle has about sixty students, composed of Soldiers, Airmen and WACS. There are seven full time teachers with a student-faculty ratio of one to nine. In addition there is a college placement officer, a counselor and two clerical/administrative assistants.

The classes are held in two barracks located at the Fort Dix Army Training Center. Space utilization has been maximized by the use of moveable partitions which allow for individual tutorial sessions or classes up to twenty in size. In addition to classroom space the two barracks accomodate all administrative offices as well as a study-reading area.

The College Discovery Program is supported primarily by PREP monies from the Veterans Administration as authorized by P. L. 91-219. The endorsement and sponsorship offered by The City University of New York-Staten Island Community College ensures a guaranteed admission into the City University's community college system for program graduates, gives necessary accreditation to the program and employs the College Discovery lecturers and administrators.

COLLEGE DISCOVERY PROGRAM

PHILOSOPHY, OBJECTIVES AND IMPLEMENTATION

The College Discovery Program is committed to the belief that every one of its students has the ability to learn and accepts its responsibility to foster a climate which will give its students the desire to learn. The philosophy that "learning is its own motivation", if it is pleasurable and valuable to one's life, permeates every component of the program. College Discovery-Identity '71, attempts to make learning pleasurable for the student and assists him in realizing that learning is valuable to his own life. Once the student experiences the pleasure and value of learning, motivation has been stimulated and true learning has begun to occur. Learning, as its own motivation, is a never ending process because it is the process by which change occurs and man and environment adapt to each other; it is the process by which one lives.

The main objective of the program is to enable each student to have a more abundant life through the discovery of learning. The experience deals with the whole person in terms of his interests, aspirations, attitutes, goals, purposes and academic skills, in order to help him to make wise decisions about vocational, avocational and educational choices. The students are given guidance in the decision-making process and equipped to be successful in the endeavor of their choice.

At the core of the implementation of the philosophy and objectives is the recognition of each student as an individual. Through curricular and counseling methodologies which arise from individual needs and interests the student is immersed in the learning of the skills and content offerings of the program. As the student begins to learn more about the content of himself or about the content of a subject matter, he realizes what learning skills he has and what learning skills he needs in order to fully understand himself or the subject matter of a particular course. Once the student becomes interested in the subject, he readily becomes willing to accept his need to improve whatever learning skills are necessary in order to gain a deeper understanding of the content of the subject matter.

Structurally the College Discovery Program is set up to achieve its objectives through a program of academic studies, human relations seminars, individual and small group counseling, individual and group awareness activities and college placement services.

SAMPLE CURRICULUM OUTLINE

(OFFERED TO CYCLE IV STUDENTS)

" In education—putting aside the effectiveness and validity of the admissions tests, the devices used to measure intelligence and achievement—the deficiencies are in fact deeply embedded in the systems. When one meets the teenage dropouts from the public schools in the ghetto or even the ones who persist, endure, and earn the general high school diploma, it becomes very clear that the defiiencies are not exclusively in the human, but largely in the systems which produce the human result."

Dr. William M. Birenbaum

from his book Overlive

COLLEGE DISCOVERY-IDENTITY '71, CURRICULUM OUTLINE

COURSE I — Communication Through Interpretation: Reading, Speech and Writing.
Opportunities for self expression in writing, discussion, and speech. Food for thought will be a variety of literature introduced by teachers of students.
1+1+1 hours 15 students

COURSE II — It's Our World...and Welcome to it.
The dangers of a technocratic society: over-population, pollution, racism, urban blight, war, consumerism. A study of the alternatives to technocracy.
1+1 hours 15 students

COURSE III — Basic Skills in Writing
Including practical work in improving sentence structure and composition, organization. Modes used will be definition, description, progression, (order of time, importance, etc.), argumentation and exposition.
2+1 hours 10 students

COURSE IV — Math Laboratory
A problem solving approach to mathematics with emphasis on observing, analyzing, defining, questioning, reaching conclusions and generalizing.
1+1+1 hours 20 students

COURSE V — Reading Laboratory
Section A
1+1+1 hours 15 students

Section B
1+1+1 hours 15 students

COURSE VI — Creative Writing
A study of the fundamentals of writing and language through student writing of poetry, short stories and drama. Emphasis will be on student writing which will culminate in a literary magazine, but the studies of poetry, stories, and drama will serve as models.
3 hours 12 students

COURSE VII — Journalism

A study of the fundamentals of language through the creation of a bi-weekly newspaper. National magazines and established newspapers will serve as models.

3 hours — 12 students

COURSE VIII — Communication Skills

The emphasis in this course will be on the fundamental skills of communication in writing, speaking reading and listening. Group dynamics such as role-playing, encounter will be used to help students better understand the basic problems of human communication.

1+1+1 hours — 12 students

COURSE IX — Communications: Who discovered American?

Content will consist of American Studies to be determined by student interest. Possibilities include economics, Indian history, mythmaking, sports, youth culture. Emphasis on writing. listening and research.

1+1+1 hours — 15 students

COURSE X — Reading and Verbal Fluency

Reading together short stories and novels for discussion. Regading separately, books of individual choice, with at least two oral presentations. Emphasis on reading in depth and speaking skills.

2+1 hours — 10 students

COURSE XI — Philosophy: Freedom Of Thought

On the assumption that there is at least one unalienable right, the class would examine the relationship between effective thought and thought for its own sake. Content would include thought on private property, socialism, education, and questions of epistemology. Emphasis on the skills of reading, in depth writing, thought, questioning and complex logical and creative thinking.

2+2 hours — 12 students

COURSE XII — Supervision of Independent work

1 hour — 3 students

COURSE XIII — Mathematics Laboratory

Problem solving through mathematical games and puzzles.

1+1+1 hours — 15-20 students

COURSE XIV Escape: The Colonized Mind
Frantz Fanon, Black Skin, White Masks; Wretched of the Earth. Grier and Cobbs, Black Rage. Ebony Magazine, September issue (Special on Liberation). Liberation Poetry, Sanchez, Baraka, Giovanni. John Brown's Biography and letters. The Student as Nigger.
1+1+1 hours 10 students

COURSE XV Communications Laboratory: Skills of Written and Oral Communication

An experience designed to develop the skills called for in college, taught by using articles on contemporary social issues, language usage and literature.

1+1+1 hours 15 students

COURSE XVI The future as History
Future shock, WMMR tape, Ecological crisis.
1+1+1 hours 10 students

COURSE XVII Justice in the U.S. of the '70's.
Tapes of the Denver Trial, tapes from catalogues, movies, philosophical readings on justice, personal experiences and government.

Electives (Evenings)

COURSE XVIII Systems and Direction to Psychology
Introduction to basic theories of psychology. Emphasis on etiology, dynamics, and treatment, the principles of human behavior, personality, development and adjustment.
2+2 afternoons 20 students

COURSE XX Group Processes: Human Relations Seminar
Emphasis on cohesiveness, conformity, intra-inter group conflict and cooperation, laboratory experience to assist students to believe in themselves and aid in building positive self-images.
4 afternoons 15 students

COURSE XXI The Maze: College and Career Orientation

1+1+1 hours 20 students

COURSE XXII America: Love it and Change it.
Ways of viewing society and resultant strategies for change to make government, society and technology more relevant and responsive to the needs of the governed.

one evening 60 students

PHILOSOPHICAL COURSE DESCRIPTION: The Communications Laboratory Experience

It is the basic assumption of the instructors in the Communications laboratory that a person cannot learn to communicate effectively unless he is free to experiment with his ideas and with the feelings associated with those ideas. He must be able to declare publically in writing or speaking, "This I am, or this I believe," or "This I think I am and this I think I believe," and he must know that mature people will react responsibly to his ideas and feelings. Thus, the first goal of the communications laboratory is to establish an atmosphere of trust and responsible concern. In other words, since we believe that no worthwhile learning takes place without personal risk, the first goal of the communications laboratory is to establish a situation in which students may feel free to take risks. For those of us who have fought and to some extent won the battle, it is easy to forget how much good writing and good speaking involves risking some authentic point of the writer or speaker, especially when one is just beginning to learn the fundamentals of these skills.

With the first class meeting, the teachers attempt to establish a mood of openness and authenticity by exhibiting those qualities themselves. In the first class each teacher presents to the class a written autobiographical statement in

which he attempts to define himself as a person and as a teacher. He evaluates himself in terms of both his weaknesses and his strengths, and he attempts to tell the students what they may or may not expect from him as a teacher and as a person. After the students read the statements, the class is opened for discussion. The teachers attempt to make the discussion as open and as personal as possible. For example, one reaction to a teacher's autobiography was, "So and so seems rather insecure." The teacher felt it important to the tone of the class that he demonstrate his lack of fear of such an honest response. His reaction was, "How does it make you feel to have a teacher who you think is insecure?" The student's response to this question will not be too surprising if one thinks of its implications. That insight into his teacher, he said, made him feel comfortable because he too had his insecurities. He, to some extent, could identify with one of his teachers and had good reasons to believe that this teacher could identify with him. Two things about these opening classes are striking: the openness of the discussion and the emotional content of what was said. People were not intellectualizing, they were reacting from feeling.

The opening session was concluded with an assignment: each student was asked to write an autobiographical statement to share with the class. For this purpose he was given a spirit-duplicator and access to the mimeograph machine. To insure openness, the student was given the option of anonymity. To avoid the repetitiousness of, "I was born in...,: an autobio-

graphy was defined as "Anything that tells something about who you are." To set the tone and to give as much freedom to the student as possible each teacher read a literary example of something he considered autobiographical. "Fern Hill," "Ode To A Goose," Rap Brown's, "Signifying," and a passage from Jerry Rubin's Do It! were our examples because we felt these selections appropriate to our students.

Many students took the option of anonymity, and responses took a variety of forms from statistical to poetical, but the statements were generally personal, open and in several cases, provocative. It is important to note that many students claimed their anonymous statements after the class had discussed them. In more than one case their coming out of hiding was motivated by pride in authorship of something that others had found important.

I have gone into detail about their experience because it succeeded in setting a tone of trust and in involving every student so some degree in a vital communication problem. The unstated problem was, "Who am I and how do I best represent myself to my fellow man in writing?" Properly handled, this experience seems to involve the student in one of the very foundation stones of communications--that is, one's ideas and feelings about himself in relationship to other people.

Because of our faith in the approach, which was described in Teaching as a Subversive Activity by Postman and Weingarten, we demand that our students be productive, that they see, that they think, that they speak and that they write. As teachers

we are careful not to allow the classes to become teacher-centered. The energy in the class must be coming from the student, not from the teacher. The student must focus on the problem he is confronting, not on the teacher as a lecturer or performer. The heart of the teacher's performance is behind the curtain where he designs the problems or writes the scenario of events leading up to a student-centered experience.

One of the hard facts that a teacher who is interested in student-centered classes must face is that many of his students will resist such a turn-around, although perhaps not at first. The newness of the experience may excite him and propel him forward, but sooner or later, if the course is a good one, he may tire of the great amount of mental work and energy he is being asked to spend. Generally he has never been asked to think as a major function of "getting an education." He had defined learning as listening, as taking in that which was said by "educated" people.

The relevancy of the material he is given to work with may help to draw the student into a valuable learning experience, but one must not be led into the comfortable illusion that relevancy is the answer. The most relevant content imaginable may not provide a learning experience if it is not used in pursuit of a well-thought through design conceived by a teacher who knows exactly what skills he wishes his students to learn

A student may read a book which should be tremendously relevant to him and fail to really learn anything, if he is not challenged to produce or create something as a result of reading that book. Just reading a book may be like just listening to a very interesting or very informative lecture. Such an experience, as valuable as it may be as an end in itself, does not constitute a learning experience and should be used only when it is clearly defined as a form of entertainment or enrichment.

What then constitutes a learning experience? By my definition of learning, a student has learned something when he has acquired a new mode of behavior: a new way of seeing, feeling, thinking, or a new way of experiencing himself, whether it be in relationship to a book, a movie, a new situation, a new problem, or another person. That new form of behavior may come in the form of the ability to analyze or in the form of the capacity to handle one's deeper feelings in a more meaningful way. Nevertheless, it becomes the job of the instructors to define what skills or modes of behavior their students need to learn and then to design student-centered experiences through which those students may learn.

The communications laboratory is a team approach to teaching. Our teachers are willing to spend hours outside the class as a group, planning, questioning, and challenging one another's ideas. It's not so much that we expect from our meetings to discover a secret formula or elixir for growth-it's rather that

in the meetings we hope to gain a wholesome faith in what we finally ask our students to do. As with the relevancy of content, so with the validity of a design for learning: as relevant content becomes meaningless, unless presented as part of a whole design, so may a valid design wilt before lifeless students if the teacher is not committed to the idea of what he is asking his students to do. That lack of commitment may result from his not fully understanding what he is asking his students to do - what processes they must go through in order to complete an assignment or solve a problem. He may not even know what he expects them to learn from the experience he has offered them. The main function of the staff meetings outside the class, is not only to plan what we expect to happen in the communications laboratory, but also to "get religion," so to speak, about what we are going to ask our students to do. Typical questions directed from one instructor to another are: "This sounds interesting, why do you want your students to do it?"; "What do you expect them to get from this experience?"; "What skills will they have learned by doing this?"; "In asking him to do this, what skills are you assuming that he already has?" By the time a proposed experience is finally accepted, every teacher believes in the validity of that experience in terms of its value to his students. It is at this point that we have enough faith to allow our students to borrow from us some faith that the work they do will have value to themselves.

It is believed that the teacher himself is an important aspect of the content to be studied and learned from in the classroom. People, no matter what age, are attracted to genuine "believers" and draw strength from them. We demonstrate our faith in what we ask our students to do by our sheer enthusiasm and by an unspoken, almost unconscious confidence.

To return to the main point, beside demonstrating our faith indirectly, via enthusiasm and confidence, we also demonstrate our faith directly. We do not ask our students to do anything that we do not do ourselves. When our students attempt to solve a problem we attempt the same thing; when they write, we write; when we evaluate their work, we ask them to evaluate our work. I have seen a class of poorly motivated students take an hour of class time to work on an assignment with some enthusiasm because they saw the laboratory instructors enthusiastically involved in working out a solution to the same assignment.

The act of working out an assignment with students has two other equally important benefits. First it gives the teacher a very intimate evaluation of his assignment and helps him to understand more fully what processes a student must go through to complete that assignment. Secondly, it gives our students a pattern for risk-taking. We are constantly aksing them to take risks, but only to the extent we are willing ourselves to take risks. We do not ask them to do anything that we are not willing to attempt ourselves. Our students have gotten incalculable strength from seeing their instructors involved in solving

the same problems on which they are working.

In the laboratory, content has become a vehicle rather than an end in itself. A short story, for example, may be used to teach the skills of analysis and generalization as validly as may an historical essay. A provocative painting or a poem may become an exercise in organization and presentation of ideas. So far we have identified and attempted to teach skills of observing, recognizing, generalizing, comparing, defining, summarizing and deducing. Finally we are concerned with the whole range of skills one uses in order to read, listen, understand and ultimately communicate, in speaking or writing, what was understood.

So far, I have been describing the philosophy of the communications lab, whereas, some of the logistics of the laboratory have philosophical implications. For example, the instructors in the laboratory have academic backgrounds in either language and literature, or in history and social sciences. The implication is that the skills basic to studying the language arts and the social sciences are relatively the same in the first two years of college. As part of a remedial program, the identification of these skills and the creating of techniques to teach these skills allows concentration of teachers on specific problems and avoids the duplication that might go on were we to approach, say, history and English as separate subjects.

The emphasis of the course, however, is finally on writing. The first week of the course, that part concerned with student and teacher autobiographies, is designed and carried through with hope that it may help students overcome their fear of writing. Too much of their education to date has been thwarted by an undue emphasis on programming them to consume what others have written. Too little precious time has been given to teaching students to be producers, writers, thinkers, scientists, or musicians.

The writing in this course takes two forms. We begin with highly personal writing. I know both more and less about myself than any other entity. It is both most difficult and easiest for me to write about myself. Neverthless, free and uninhibited writing comes easiest about personal things. Therefore, along with the autobiographies, we introduce daily journals to our students and attempt to sell them the idea of keeping a mental record. We argue somewhat fanatically, but sincerely: it is often healthy for a person to experience free writing, for and only for, himself. Through writing he will discover his mind in a way that no other experience will allow him to, and he will become a better writer for having forced himself to write. More importantly, he will finally discover that he needs to write to get his ideas and feelings on paper, where they become concrete and manageable, where they come to life! Too often we allow ideas to float aimlessly around our minds where they remain diffuse and amorphous, alien and undefined, but the moment one begins to write those ideas, they begin to take form, to come to life; they

define themselves as they shed ambiguity and obscurity. Ideas become powerful and vital to a person because once they are written, he has a grasp on them. Even verbalization does not accomplish the same clarity. It is too easy to be dishonest with words that fly away or sink like lead into those who misunderstand or who do not care enough to understand. One is healthier, more whole, and has a more complete sense of who he is when he writes. Every time he writes something whole and complete, he defines a part of himself. The purpose of the daily journal is that a student may discover his need to write and the joy of fulfilling that need.

The second form of writing is writing with a specific purpose. Such pruposes are to convey information, to convey ideas, to convince an audience of the validity of one's ideas. In this form of writing we-attempt to teach specific techniques of exposition, argumentation and sentence structure, but only in the most personal way we can manage. The student is given a great deal of class time in which to write, after which he is scheduled to see one of the four instructors who will read and criticize his writing with him. Every student has different liabilities and strengths and only in a one-to-one relationship may a teacher really help to improve weaknesses and to build strengths. Only by combining the skills basic to scocial studies and language arts and by forming English and history teachers into teams can we realistically achieve the

concentration of manpower necessary to execute the one-to-one interview.

We have not completely disregarded the content approach to teaching. Every good teacher embraces his field with love, and every good teacher wants to see his love and appreciation come to life in his students. That love is a very vital part of the teacher, and it might be fatal to his commitment to teaching to reduce him to teaching only skills. A student can best learn to love literature or history when he sees that love working in an individual whom he admires.

SYLLABUS

BASIC SKILLS OF WRITING

COURSE OBJECTIVES:

For The Student To:

1. Avoid Use Of Fragments In Writing
2. Be Able To Vary Sentence Patterns In Compositions
3. Be Aware Of Formal And Informal Usages
4. Recognize Unity, Emphasis And Completeness in Paragraph Types
5. Be Able To Use The Above Skills To Form Longer Compositions

WEEKS One and Two - DEALING WITH SENTENCES

Using as few of the "terms" of grammar as possible, the class goes into the basic structure of sentences and inspects complex and compound sentences for patterns. The idea of sentence pattern is discussed as an aid to the flow and emphasis of ideas as well as the style of writing. Most sentences used as examples are written by students themselves.

WEEKS Three, Four, Five and Six - DEALING WITH PARAGRAPHS

After briefly discussing what makes a good paragraph, students are given a range of ways to develop a paragraph which are described below.

1. Paragraph is handed in for comments
2. Paragraph is discussed between teacher and writer
3. Paragraph is duplicated for general critique from class
4. Example paragraphs are chosen by teacher and duplicated for discussion

Problems with punctuation, spelling and sentence structure are dealt with as they come up with the individuals who make the mistakes. Some common errors are brought up for group discussion. All writing assignments are done by the teacher as well and offered for general criticism along with the student's papers.

WEEKS Seven, Eight, Nine and Ten - DEALING WITH LONGER COMPOSITIONS

Each week the students will deal with a variety of compositions. Discussion of introductory, transitional and concluding paragraphs; smaller writing assignments; critiques of writing examples; and general discussion, constitute class discussion and activities.

WEEK SEVEN - Argumentative Paper
WEEK EIGHT - Small Research Paper (three or four resources and limited topics)
WEEK NINE - Choice Of Two Of The Following: imaginative
WEEK TEN - Writing, analytic essay, expository writing, or a business letter

These assignments will be handed in for comment. Some will be used as the basis for class discussion.

WEEKS Eleven and Twelve - THEME WRITING AND REVIEW

Students will look over their file of writings and choose one theme to perfect. General review.

A WORD ABOUT AWARENESS

Awareness is an essential part of living and therefore the name given to the co-curricular activities that are held one evening a week during each College Discovery Cycle.

"Awareness Night" is designed to make each student more aware of himself, his peers, other fellow men and the society in which he lives. It is hoped that through the Awareness Activities which provide opportunities for the application of learning experiences to life experiences, each student will be enabled to effect the environment in which he lives. The experiences the students are exposed to on "Awareness Night" are often the basis for discussion in a future class and influence the student's thinking about vocational, avocational or educational plans.

Awareness Activities have taken the form of a student newspaper, tutoring services by College Discovery students for educationally deprived children in a town contingent to the Army Base, going to the ballet and several Broadway plays, a trip through China Town including a visit to their museum and a Chinese dinner, a lecture from Ralph Nader, a professional ice hockey game, a film entitled "The Trial", and a visit to the Fels Planetarium, to name a few.

In addition to offering exposure to and increased awareness of the environment and the people in it, the Awareness Activities offer the opportunity to relate, give, relax, analyze, listen, criticize, compare, interpret, observe and plan. Thus, the opportunity to strengthen these tools of learning are reinforced through the co-curricular Awareness Activities.

THE COLLEGE DISCOVERY-STOCKADE PROGRAM

The challenge of change has never been felt more vividly by any member of the College Discovery staff than it is by the two instructors and counselor who work with the prisoners in the stockade at Fort Dix Army Training Center

A College Discovery - Identity '71 program is operated four days a week in the stockade with an average daily enrollment of thirty men. The academic skills which are developed do not differ from those in the regular College Discovery Program. The approach to content, however, is a somewhat different one out of necessity. Because of the uncertain duration of the prisoners in the program, the content of the courses is approached in much the fashion of mini-courses. This approach enables the development of skills through content, while still accommodating the shorttime prisoner-students.

Small-group intensive counseling is offered for prisoners in the College Discovery Program who need assistance in coping with the shock, apathy and feeling of unreality which arises from their incarceration experience. In addition the prisoner-student may avail themselves of the regular services of the College Placement Program in an anticipation of a constructive life upon release from the stockade and return to civilian life.

THE COLLEGE DISCOVERY COUNSELING COMPONENT

COLLEGE PLACEMENT SERVICES

HUMAN RELATIONS SEMINAR

PEER COUNSELING CONCEPT

The developmental and academic skills orientation of College Discovery-Identity '71 serves as a foundation for the broader conceptual framework of the "Discovery" experience. Initially, a student may enter the College Discovery Program only for remedial instruction in grammar and basic mathematics. As he begins his re-education, other felt needs become apparent. The counseling services of Identity '71 help satisfy some of these needs.

There are three major dimensions to the counsleing services. The first component is the academic or College Placement Service. A full time counselor on the staff meets individually with each student for a minimum of three sessions each. The responsibilities of the counselor include: assisting with correspondence to colleges, (The program has catalogues from almost every two and four year college in the country in its catalogue library), explaining matriculation and registration procedures, helping to plan college programs and identifying major interest areas, arranging for transcripts and G.E.D. scores to be forwarded to college registrars, and assisting in the completion of application

forms and early separation letters. In addition it is the responsibility of the College Placement Office to arrange for college admissions officers, financial aid counselors and student government leaders to visit the program and speak to the students. It is through this office that College Discovery students learn of special scholarships, loans, and Federal programs available to them.

The second dimension of the counseling program is the development of peer group counselors. Students who have been in previous cycles, now successfully pursuing college degrees, are liason agents for our students and the City University of New York. In addition to providing role models for the College Discovery students, they assist students in planning programs, finding housing, orienting them to the campus, providing leads for part-time jobs and attempting in other ways to assist in the adjustment to the academic routine.

Finally, students have an opportunity to particiapte in the Human Relations Seminars, the third aspect of the counseling component. Students, as well as faculty, who wish to participate, meet in groups of ten to fifteen, once weekly for approximately three hours. This counseling experience, based along the lines of sensitivity training, attempts to awaken feelings and emotions toward: self, out-groups, authority figures, image-ideal and ego-ideal. The fundamental concepts include the development of responsible concern for oneself and others, trust, risk-taking and honesty. Within this climate, individuals

are encountered or bolstered. A feeling of warmth and real affection is generated within, while masks and scars are revealed and shared. With the techniques of confrontation, role-playing, sociograms, fantasy trips and non-verbal communications, students begin to express their fears and failures, their hopes and disappointments. Through this experience, students begin to be aware of their feelings and learn to express them. Discovering that other students and often faculty members have suffered similar kinds of pain and insecurities, does much to relieve the felt anxieties, and aids in the growth of development essential to personal and academic success.

In summary, it is expected that, after twelve weeks, a College Discovery Graduate will have a better understanding of who he is, if and where he would like to go to college, or which vocation he wants to pursue, how he would best accomplish either alternative and gain a better understanding of what he wants to make of his life. The Human Relations Seminars are designed to give the student a more realistic understanding of himself, his weaknesses and strengths, his ambitions and idiosyncracies, in addition to a better understanding of the complexity of his society and the world which awaits him after separation from the military.

GUIDELINES

A.....STEPS FOR PREPS

B.....ESTABLISHING A PREP CURRICULUM

C.....WRITING YOUR PROPOSAL FOR A PREP PROGRAM

STEPS FOR PREPS

This outline called "STEPS FOR PREPS" has been prepared with the advice of the Vetersns Administration. It deals with the suggested procedures for organizing a program for servicemen under the "PREP" Program, authorized in Public Law 91-219, U.S. Code, 27 March, 1970.

It is hoped that if your college or agency is interested in initiating such a program, you will contact the military, as well as the Veterans Administration about such educational programs. PREP programs represent a great opportunity to help servicemen get a better education, in a program which could be fully supported financially, by V.A. funding under the aforementioned law.

Steps for PREPS: How to Set Up a "PREP" Project for Servicemen

Introduction

PREP: A New Educational Program. Public Law 91-219, the G.I. Bill amendments of 1970, establishes in Sections 1695-1696 a new program called "PREP" or "Predischarge Education Program". The program is intended to help educationally disadvantaged servicemen who have served more than 180 consecutive days to continue their education. Disadvantaged men are defined as those who either lack a high school diploma or are in need of "any deficiency, remedial, or refresher courses" offered by an educational institution and required for, or preparatory to, the pursuit of further education.

Many junior colleges in many parts of the country are now actively planning or considering PREP projects, in cooperation with military installations and the Veterans Administration. Several PREP projects are already in existence.

The Identity '71, College Discovery Program has had many questions from colleges and military personnel about the steps to be taken to establish a PREP program. We believe that the following suggestions will be helpful.

1. Know the law. Obtain copies of Public Law 91-219 from your congressman, and become familiar with Sections 1695-1696. We suggest that you also obtain copies of VA Pamphlets 21-70-1 and 21-70-2 from the VA regional office, and a copy of "Certification of Students Under Veterans Laws" August, 1970, from AACRO, Room 330, One Dupont Circle, N.W., Washington, D.C., 20036, for $2.00. The latter publication describes all VA forms and procedures quite clearly.

2. Inform AAJC of your interst. We urge that you contact Dr. John P. Mallan, Director of AAJC Program. Also contact the AAJC Regional Coordinator for your state. He is aware of other PREP Projects in the active planning stage or already in existence, and may be able to help you. Names of the regional coordinators appear at the end of this chapter.

3. Contact military installations in your area. PREP Projects are supported financially by the Veterans Administration; no Defense Department or college funds are necessary. However, they must be developed in cooperation with the military. We suggest that you contact the appropriate military personnel. At most bases there is an Education Service Officer, a Project Transition Officer, or a Base Personnel Officer in charge of education programs. The Education Service Officer is often a civilian, a career civil servant. He is usually responsible for organizing off-duty educational programs with local colleges

and high schools, helping men prepare for G.E.D. (high school equivalency) examinations, and helping men with plans for college. In some cases you will discover that the base is already operating an educational program with one or more nearby colleges.

If you have difficulty in reaching the appropriate officer, please contact your AAJC regional coordinator; he may be able to help you.

4. Contact the VA Regional Office. At an early stage, you should contact the VA Regional Office in your state, and make sure that your plans are in accord with VA regulations. You may also need approval by the state education agency in order for your program to receive VA funds. However, if the program you plan to offer is identical, or similar to courses already in your catalog, you should have little trouble.

5. Develop a PREP plan. There are very few restrictions in the law about the form of a PREP Program, as long as it is intended to help make up high school deficiencies or provide remedial-refresher work.

PREP programs may emphasize the more traditional remedial subjects such as reading and mathematics, or innovative approaches intended to motivate students and provide them with better counselling. An example of the latter approach to PREP is our project at Fort Dix, New Jersey, which has attracted national attention. Our project is a sort of "Upward Bound" for servicemen. It emphasizes motivation and counselling, as well as subject matter, trying to reach men who may have been "turned off" by their previous classroom experience.

PREP Programs may be any length. We suggest a cycle of three to four months, with perhaps three to four cycles planned each year. Students may also be enrolled for the regular quarter or academic year. PREP Programs may be full-time or part-time.

VA regulations require 25 class hours of work a week, at the present time, for a program to be reimbursed on a full-time basis. At some bases, it appears that servicemen will be released from duty for PREP in the afternoon. They will also put in some after-supper-hours of their own time, five days a week. At other bases, it may be possible to have some men released for a full day, for several weeks. Men who are included in the "Project Transition" program, in their final six months of duty, can usually be released from duty for part of each week-day to participate in PREP.

PREP Programs will often be carried on at the base, in space made available by the military. In some instances programs may be carried on at the college or at some other location. In several instances, two or more bases will send PREP students to a single location.

6. Organization and Staffing. There are many possible models for PREP. In some cases, servicemen can be enrolled in existing courses, taught by present faculty. In other cases, special courses can be developed, taught either by present staff or by special staff members hired on a part-time basis. In some cases, PREP is probably best organized as part of the college extension or adult-community services program. The program should include a strong guidance and counselling component, placement advice about further education and employment opportunities, and a good deal of individual attention. PREP students and regular college students may be enrolled in the same class.

PREP can deal with academic subjects, or under some circumstances can be related to occupational programs and needs.

Some colleges are planning a PREP project as a package--a separate unit or entity within the college or the extension division. Since a PREP program is financially self-supporting, it may be possible to hire a separate staff and develop PREP as a unit which carries on most, or all of its work at the military base.

In any case, the PREP staff should be able to deal with young servicemen effectively. Some colleges may employ a former officer as director of the program, a man with experience with the military. Other colleges are planning the use of paraprofessionals, young teacher aides who are themselves veterans, perhaps students at the college. Colleges working with minority-group servicemen will find it desirable to include members of the same group as teachers, counsellors, or teachers aides.

7. Financing. The law provides that up to $175 per man per month may be charged for the cost of tuition, fees, books and supplies in a PREP Program. This should provide enough funds to make the program self-supporting.

Both the House and Senate, in statements made when the bill was passed, made it clear that Congress intended that "participating educational institutions will be able to recoup the full, reasonable costs entailed in providing predischarge education or training". (Congressional Record, March 18, 1970, Page H1895; March 23, 1970, p. S4172.)

Thus colleges will be able to charge the "full, reasonable cost" of PREP programs up to $175 per month. We suggest that the college prepare a budget based on faculty salaries, cost of books, supplies, equipment, and so on, and estimate the number of students necessary for the program to support itself. We also suggest that colleges plan to enroll more than the minimum number required for financial self-support, since some students may "drop out".

8. Steps for PREP. A Summary. The following steps are recommended to establish a PREP Program, obtain certification for each student, and arrange for VA re-imbursement.

1. Contact the AAJC Regional Coordinator. We suggest again that the college contact the AAJC Regional Coordinator for your state at an early point in your planning. He will have up-to-date information on the program, and can supply the college with models or examples of other successful projects.

2. Initial program planning. The college in cooperation with the military base official plans a PREP program, perhaps a series of three-month or four-month cycles, to run through the next twelve months. They reach agreement on the kind of program to be offered, the approximate number of students to be served, the dates at which the first cycle will begin and end, available facilities at the base or at the college, the hours of released time which the military will make available, and so on. The college should also contact the Veterans Administration Regional Office, at a very early stage, to make sure that its PREP planning is in accord with the law and regulations. If problems arise, AAJC may be able to help at the state or federal level.

3. Budget preparation. The college prepares a budget based on the necessary staffing, the costs of books and supplies to be furnished the student, equipment, and other costs, and estimates the cost per student for the program. This cost must not be more than $175, per student, per month.

4. VA program approval. The college checks with the Veterans Administration Regional Office and if necessary the state education agency, to make sure that the program which is planned, meets VA regulations.

5. Selecting students. The college and base together screen and select potential students for the program--as early as possible before classes are planned to begin.

6. Servicemen's applications. Each servicemen who plans to enroll in PREP must fill out VA Form 21E-1990a, which can be obtained from the base education officer or from any VA Regional Office. He and his commanding officer must also fill out VA Form 21E-1999a, which is a certificate from the military that he will be available for the program.

7. Mailing address. On these forms and all subsequent VA forms, we strongly recommend that the servicemen be asked to list the address of the college as his mailing address. In this way the college can help expedite the man's VA forms, and also help speed up the process of reimbursement by staying on top of it.

8. Early processing essential. We urge that the college and the base make certain that both the above forms are mailed, or preferably delivered in a single package, to the VA Regional Office, if possible 60 days or more before the PREP program is to begin. The director of the PREP program should contact the VA office well in advance, and offer the help in any possible way to expedite the procedure.

9. The VA response. The VA Regional Office, within a short time after it receives the two forms, should mail Certificates of Eligibility (VA Form 21E-1993a) to each serviceman, indicating that he is eligible to enroll in PREP. Two copies are mailed. The serviceman gives them both to the college. One is completed by the college and returned to the VA; the other is kept by the college.

10. VA reimbursement: enrollment on first day. The VA Regional Office cannot begin processing requests for payment until it receives from the college an accurately filled out "enrollment certification," VA Form 21E-1999, for each serciceman, indicating that he has actually enrolled in the course. This form should be completed on the first day of classes and mailed in or delivered at once to the VA. Again, we urge that the college contact the VA by phone or personally, indicating that the forms are on the way and offering to help expedite the reimbursement process.

11. Lump sum payment. The VA reimburses servicemen for participation in PREP programs by sending one lump sum check for the entire enrollment period. This will usually arrive in the month following the month in which the enrollment certification form is received by the VA.

12. Payment to the serviceman. The check is made out to the individual serviceman and not to the college, as in other G.I. Bill programs. We have already recommended that servicemen be asked to use the college as a mailing address, both for VA forms and for reimbursement. When the check arrives, we suggest that the college simply call the man in and ask him to endorse the check over to the college. The check is intended to pay only for tuition, fees, books, and supplies, so that the entire payment will ordinarily be made directly to the college by the servicemen.

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Conclusion. While these steps may seem somewhat confusing, they are almost the same as those required for veterans and servicemen to enroll under other G.I. Bill programs. Admissions officers or veterans' counsellors at your college will be familiar with VA forms, and will probably have a long working relationship with the VA. They can help resolve any problems.

We believe that the PREP Program represents a major opportunity to help a large number of deserving men and women. There are now over 4 million Vietnam-Era veterans in the United States: about a million additional men are being separated each year. Many of these veterans as well as many of the several million men now in the armed services are educationally disadvantaged, in the sense that they lack educational or job skills necessary to advance themselves. Many lack a high school diploma, and very few were able to take advantage of college deferment policies.

PREP is an opportunity for them. It is also an opportunity for the college to help them, through a program which can be financed entirely from Vetersns Administration funds.

Many junior colleges have already indicated a strong interest in working with PREP . As this goes to press there are twelve programs in operation in the country. Another 34 are in the developmental stage. We hope that more will become operational.

We emphasize again that early planning is essential to develop a PREP Program. Once the first PREP cycle is in operation, the college and the military installation will be able to develop a more routinized procedure for the future.

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American Association of Junior Colleges

Regional Coordinators for Veterans and Servicemen's Programs

1. Northeast/Midwest Region.....James J. Smith, Jr.
Staten Island Community College
715 Ocean Terrace
Staten Island, New York 10301

Connecticut
Delaware
Washington, D.C.
Illinois
Indiana
Iowa
Maine
Maryland
Massachusetts

Michigan
Minnesota
New Hampshire
New Jersey
New York
North Dakota
Ohio
Pennsylvania
Rhode Island
South Dakota
Vermont
West Virginia
Wisconsin
Canal Zone
Puerto Rico

2. West Coast/Rocky Mountain/Great Plain Region.....

Theodore Cunningham
San Mateo Junior College
973 Daisy
San Mateo, Claifornia 94401

Alaska
Arizona
California
Colorado
Hawaii
Idaho
Montana
Nebraska
Nevada
New Mexico
Oregon
Utah
Wyoming

3. South/Southwest Region...Lee Betts
Santa Fe Junior College
723 W. University Ave.
Gainesville, Florida 32601

Alabama
Arkansas
Florida
Georgia
Kansas
Kentucky
Louisiana
Mississippi
Missouri
North Carolina
Oklahoma
South Carolina
Tennessee
Texas
Virginia

GUIDELINES FOR A PREP CURRICULUM

A. PURPOSE
   1. To develop creative thinking, effective expression, and positive attitudes toward learning.
   2. To provide counseling services, and cultural and group activities.

B. CHARACTERISTICS
   1. Use of a wide variety of teaching techniques.
   2. Committed teachers.
   3. Individual student-teacher contact.
   4. Use of students as tutor-counselors.
   5. Involvement of resource and paraprofessional persons from the community.
   6. Staff willingness to engage the students as "partners in learning."
   7. (Activities designed to develop abilities to organize, to persuade, and to cooperate.)

C. CURRICULUM

The educational goals of PREP are to help the student to develop critical thinking, effective expression, and positive attitudes toward learning. While creating a climate for the student to become excited about learning, PREP projects must provide a variety of channels for the expression of his educational interests. The PREP curriculum should attmept to incorporare the good aspects of traditional courses and methods and, at the same time, attempt to discover creative and innovative educational techniques. Projects are most effective when the Director and his staff are free to develop their own curriculum with the students.

D. EXTRA-CURRICULAR GOALS

Applicants shall propose, in addition to academic components, activities which will enhance the personal effectiveness of the students and provide opportunities for the applicaton of learning experiences to life experiences. Such activities might include self-government, a student newspaper, student services to others (tutoring younger school pupils or other neighborhood activities.)

Cultural programs, including field trips to important historic, artistic, or cultural places in nearby areas, should be a part of every project.

E. COUNSELING

If PREP is to help students adopt and effectively translate positive educational experiences, the program should provide personal, educational, vocational and guidance counseling. Counselors on the PREP staff should be aware of and have information available on all types of postsecondary education, especially a wide variety of colleges and universities. Counseling toward college obviously implies much individual contact between staff and students to discuss both the students' personal and educational goals.

Often informal meetings of individuals and groups provide the most effective counseling structure. The goal of these meetings should be to support students in discovering and developing personal and academic self-direction.

FACTORS TO CONSIDER IN WRITING YOUR PROPOSAL FOR INITIATING PREP PROGRAMS

1. Assume that classes will be enrolled in multiples of 30. Depending on the size of the base and the number of men who are available and interested, there may be classes of 30, 60, 90, or more at a given time.

2. Assume that classes will be conducted on, or near the base.

3. Assume that Transition PREP classes will be made up largely of men who have educational deficiencies which would prevent them from entering or succeeding in the usual college program.

4. Assume that each training cycle will run three calender months.

5. Assume that each serviceman will have 25 hours of education each week.

6. Assume that servicemen will be released from active duty for 4 hours a day, and will spend about an hour a day of his own free time in classes. In other words, men might attend classes from 1 P.M. to 4 P.M., break for supper, and then attend classes from 6 P.M. to 8 P.M., five days a week.

7. Assume that the program will include a heavy component of counselling, tutorial work, and courses intended to help motivate educationally disadvantaged students who may have been "turned off" by more traditional educational approaches.

8. Assume that the college will be actively involved in helping to identify, recruit and counsel potential students at the military installation.

9. Indicate in your outline proposal the general experience which your college has had in remedial education of the disadvantaged, including where relevant the education of disadvantaged members of minority groups. Indicate any experience you may have had with programs like Upward Bound and similar "bridging" or motivational programs. Also indicate your experience with the education of servicemen and veterans.

We hope our efforts will assist you in developing your PREP Program.

Staff of Identity '71

James J. Smith, Jr.

Northeast and Midwest Regional Coordinator
for the American Association of Junior Colleges
and Director, Identity '69 - College Discovery
Staten Island Community College

Credit By Examination and the Military

Not too long ago, I had the privilege of hearing an address by Dr. George Handford, President of the College Entrance Examination Boards, refer to Credit by Examination as an "opportunity for lasting change." In his address in Salt Lake City, sometime later, he spoke of returning to Salt Lake after an absence of approximately 20 years and quoted a relevant phrase from Thomas Wolf, "You can't go home again."

For 975,000 servicemen who were separated by the military from active duty and have since returned to the economy, this quote has a somewhat more insidious meaning. I ask you assembled here today, where can they go?

Few of these men care to return to the cycle of poverty and the unemployment and underemployment from which they came

and which is merely punctuated by a 2, 3, or 4 year enlistment period in military service. All of us here are sophisticated enough to grasp the full-meaning of the recently released report of the blue-ribbon White House Committee on the Vietnam Veteran which concluded that our military draws a large portion of its manpower from the ranks of society that are most disadvantaged. Perhaps you are also familiar with the fact the Veterans Administration's recent report concluded that a far smaller percentage of Black, Brown, yellow and poor white Veterans were utilizing the educational assistance that is available under the law. They are the sons and daughters of the men who are the "mainstay of America." The poor whites, Blacks, Browns, Chicanos and Oriental-Americans who occupy the front lines in Vietnam, to keep the World "safe for democracy," are the men who could not receive military deferments for their undergraduate, graduate and professional school careers as I, and many of you, undoubtedly did.

According to the statistics quoted recently in a report by Dr. Alice Thurston of the Metropolitian Junior College District, there are now approximately, 2 1/2 million students in our community colleges, pursuing courses of study in vocational, technical, and academic transfer programs. Is

not the "bulging admissions rate" of which Dr. Gainsley of the University of California spoke, a mitigating force against the absorption of these returning servicemen into our vocational, technical, two and four year institutions?

For a moment let us put this information in the context of a not yet released report by the Office of the Secretary of Defense, that anticipates separation of 1.3 million men from the military to return to our economy. This is approximately 70% of the entire student population on college campuses according to the data supplied by Dr. Thurston. How appropriate, then, the quote "you can't go home again." engenders awesome anxiety in our returning G.I.s. No, it does not appear that we, the college community, have now any place available for them to go

In 1969, Dr. Robert Altman, Director, Special Higher Education Programs with W.I.C.H.E., was in the Office of the Dean of Community College Affairs in the City University of New York. He assisted in designing and bringing to fruition, a program which began to speak to the needs of the often praised, much decorated, sometimes criticized, but all too often forgotten Vietnam veteran. The program

came to be known as Identity '69-College Discovery of Staten Island Community College in New York. Identity '69 included many students who never would have thought of going to college after the army. For them, the project was invaluable; for many it was literally a turning point in life. I would like to show you a film which the men of Identity '69 - College Discovery put together to tell their own story to you.

FILM

The determined comment, "No, I don't want to be a private all my life - not in civilian life too," seems to be a mandate for Credit by Examination to assist in bringing about new ways for people to succeed. "No matter what you rap or say, "I'm not in school to be a bum." The words are Harvey Nobles', one veteran who became involved in Identity '69. This statement speaks to me of the serious committment these men have made to their college careers. For many of these men, Dr. Thurston's comment, "time is a problem for the student trying to complete an A.A. degree," can only be reinforced by one additional point. "Space"

for these men in our vocational, technical, two and four year institutions is also a problem.

Open Admissions brought to City University of New York, 35,000 freshmen students in the Fall of 1970. This is 13,000 more than the 22,000 who were admitted in the Fall of 1969. The fact that Staten Island Community College presently enrolls 6,400 students in a plant designed for 2,600, which was to be fully occupied in 1975, speaks to the problem for which we have a possible solution - Credit By Examination and experimentation with the External Degree Program.

The reality of college and college graduation for the 375 men who graduated from the Identity '69 - College Discovery Program into 48 different vocational, technical, and transfer programs in City University, could only have been made possible by policy changes. Similar policy changes in the future by many of you sitting here today could possibly bring a solution.

I agree with Dr. Henry Clark, Dean of Division of Continuing Education at Brigham Young University who said

in his description of the External Degree Program in a speech on Credit by Examination, "Assist the student in assessing his disability, then provide him with able (and I add committed) advisors, and the anxious learner will draw on all available resources to succeed for himself." We have 375 cases to validate Dr. Clark's hypothesis.

It's not strange at all for me to hear and believe and be deeply moved by Dr. George Dillavou, as I listened to him describe one of his student's journey of four years, from car upholsterer to faculty member at Roosevelt University. Credit by Examination in no small way played a significant role in that journey. You and I here today can bring that possibility to reality for countless others

I have committed myself to read The Sleep Walkers because I take exception to Dr. Lyle Gainsley's reference to the acceptance of Credit By Examination when he likened it to "moving a cemetary." I don't believe that college administrators represent dead, inert, decomposed entities. Difficult, perhaps, but not deadly impossible!

I'd like to tell you a story I love to tell. Just recently we read that Alan Shepherd stepped from the landing vehicle onto the surface of the moon. I remember the first time that occurred. Neil Armstrong did it, and shortly afterward I had the privilege of listening to Dr. Wehrner Von Braun, who then was head of NASA. Someone asked, "Dr. Von Braun, to what do you owe your great success? Advanced technology, superbly trained, bright, young men, financial resources available -- tell us, what put us on the moon before the Russians?" "Gentlemen," he said, "All you have to be willing to do is make five, $6,000,000 mistakes in front of 400,000,000 people." He was referring to the Vanguard Rocket, which he designed and blew up on the launching pad. He was committed to putting a man on the moon. I think that I have felt a similar committment to Credit By Examination for the military and servicemen, but thankfully not as expensively!

There is an old adage, "Necessity is the Mother of Invention." Let me tell you of one veteran who believed this and created an indelible mark on our society. The Profile: Veteran of World War II, separated from military,

officer in the Navy, distinguished himself in the Pacific, age 25, a desire to go to college, little money, two babies, and a pregnant wife. The man couldn't afford four years in college on a college campus. Situation bleak, necessity for innovation, this is the situation that today is a reality for our returning veterans. The individual we are discussing enrolled in college. After a year or so, he felt he could challenge the sophomore and junior year by examination. Necessity pushed him on, and he soon completed his senior year in college. He decided he wanted to go to law school. He enrolled. After 19 months, he felt it was possible to complete his second and third year of law school without attending classes, and he challenged the law boards. He passed and was awarded a Doctor of Jurisprudence degree.

We are talking about Credit By Examination. The man, Dr. William Birenbaum, President of Staten Island Community College. The school, The University of Chicago under Dr. Hutchins. In our program, basically we take men coming from military service with long experience in testing. Most of them, 49 percent, without high school diplomas, who test out on the GED in numbers approaching approximately 100,000. We send them through a 12 week program to motivate

them and to "turn them on" to the educational process. To no one's surprise, but theirs, 39 percent of them have passed the College-Level Examinations, receiving between 20 and 38 credits at the time of admission to college.

What about testing in the military? The U.S. Air Force has over 500 tests presently developed under policy guidelines set down by Personnel Standards Division, Director of Personnel Planning, Chief of Staff, U.S.A.F. These are administered each year, free of charge, to military personnel by the test control officers at Air Force installations throughout the world. The U.S. Army evaluation system provides the basis for all personnel and management decisions involving the military enlisted men.

What about the Navy? The Navy employs many individual tests which we could possibly use. I see a direct correlation between testing, Credit By Examination, acceptability to college, and, as a result an increase in the options that are available to a returning military man.

I'd like to recommend that you obtain a copy of Equivalency and Proficiency Testing from the U.S. Department of Health, Education, and Welfare and also secure from

the American Council on Education, a copy of A Guide to the Evaluation of Educational Experiences in the Armed Services, edited by Neil Turner, 1968. It lists over 1000 Military Occupational Specialties. In looking through these volumes, you will quickly note that the military has very clearly classified educational programs and has suggested the amount of credit to recommend to colleges and universities.

For a moment, let me talk briefly about what could happen as a result of your deeper involvement in Credit By Examination programs at your various institutitons. I can best explain, by telling you about such a program at my own.

A year and a half ago we designed Project MEMO, to send the admissions officers and registrars, 30 of them, to Vietnam, to acquaint them with the reality that the serviceman not only wants to go to college, but will attend if avenues are open to him and if he can perceive a need for doing so in terms of his own life. Given the data released by the Department of Defense, it is inconceivable that we can expect to absorb a realistic proportion of the number to be separated, except through Credit By Examination and Advanced Placement with a capitol "A.P."

Project MEMO was no small task, and it attests to the commitment of the team we took to Vietnam. We recruited 50,000 GI's in 18 days. Of this group 11 percent were awarded college credit by examination prior to admission. That is an indication that the "cemetary can be moved;" Lyle!!

What has since happened to these men? Let me give three examples. Dean Peterson, a white kid from Iowa, you saw in the film, had a transcript so unbelievably poor that I wouldn't send it to our registrar. He had nine passing marks. After four years in high school, he had accumulated only 11 credits. We first put Dean through a series of psychological tests and uncovered what we deduced were mental blocks in his learning process. We discovered that he was one of 11 children from a family in desperate financial and emotional straits. The possibility of this boy being admitted into any college was almost nil. We took him!

In his first semester at Staten Island Community College, Dean earned a 3.8 GPA. How is that possible? A great program at Staten Island? I wish it were true. The reason

is Credit By Examination, together with the fact that when we began the program he was told that it was impossible to fail -- that no one can be "turned out" of the program. This boy came to realize that a Ph.D. in failure could be replaced by an Associate Arts Degree in psychology. This summer Dean will graduate and go to Princeton to major in clinical psychology.

Let's talk about Manny. Manny was a kid of Spanish background, who went into the military to learn English. Of course, his educational transcripts reflected the fact that he couldn't understand what his teachers were saying. We provided two Spanish speaking teachers. Brilliant??? Suddenly, Manny realized that he wasn't stupid or retarded. When he completes his work at Staten Island Community College this spring, he's going on to City University to major in Spanish and teach in an English-as-a-Second Language Program in the Spanish ghettos of East Harlem. Harvey Nobles, whom I spoke of earlier, said to me when he came to the program, "Jim, I don't know how long I'll be here. The only reason I've come into the program is because I want to go to college. If you can show me that you can

change my life, I may stay. That's all I'll commit myself to." In our group dynamics sessions in our counseling program, we began to uncover why Harvey felt as he did. He was a child born to a mother who really wanted him to succeed, beginning in the elementary school. Push she did!

Today, Harvey heads up our Outreach Centers, which have brought to date, 290 veterans to City University. They have been recruited out of the streets into our centers, and channeled through our preparatory program to ready them for receiving Credit By Examination and ultimately be moved into vocational, technical, and transfer programs. Harvey was offered a job at IBM as a system analyst at $8,300 per year with an Associate Arts Degree in Computer Science.

We're talking about giving supportive services and appropriate alternatives to education through Credit By Examination to men who one day will return interest on our investment, not to mention the benefit of their productive lives for our society and a possible reduction of welfare rolls.

What I just spoke of is entirely within the realm of reality. It will happen when you and I here are committed to making it happen.